**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.MD.1**  **The Envision Lesson: 16-1 Measurement: Using Customary Units of Length** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: journals, rulers & yard sticks | Length, inches, foot, yard, mile |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose 1 or more:   1. Spiral Review 16-1 2. 3 min. Math Fact timed test 3. Problem of the Day 16-1 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Using “Other Examples” on pg. 364, read through the vocab and talk about the pictures in order to associate objects with units of measurement. 2. Ask sts to identify other objects (besides the ones listed in book) that could be used as referents of measure for each unit. May use ruler and/or yard stick to go around room. 3. In journal, have sts draw & fill in a Customary Units conversion table. Split into 3 sections in preparation for future lessons on capacity and weight. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. See pg. 364B in Teacher edition. Do:    1. Pose the Problem    2. Whole-Class Discussion    3. Academic Vocabulary    4. Small-Group Interaction | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. *Visual Learning Bridge* (orange strip on top of page) 2. *Guided Practice* #1-4 whole class   Ask Question(s): “How did you get your answer?”, “Explain.”, “Why?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. *Independent Practice* #7-13 2. *Problem Solving* #14-17   Ask Question(s): “How did you get your answer?”, “Explain.”, “Why?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Have students complete & turn in *Quick Check 16-1* | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Optional: Differentiated Instruction Game pg. 365B | |
| **HOMEWORK** | |
| Assign *Practice 16-1* for HW. Also, have sts find an object in their house that is close to a foot or yard in length. Write name of object and unit of measurement down at the bottom of their HW page. | |